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IDENTIFIERS Observation Techniques

ABSTRACT

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on observation and feedback is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

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Learning Package #12

Observation and Feedback

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OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture, continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

by Nola Kortner Aiex

Lecture

Classroom observation and evaluation of teachers by supervisors or principals is a delicate process. Most teachers would welcome feedback from their supervisors about improving teaching, but they rarely receive it. Instead supervisor feedback usually takes the form of one-dimensional rating scales, or is seen as a tool in the hire-fire process.

Some teachers seem to like to be helped, and they expect to be told what to do as well. For them, evaluations containing prescriptions of what to do are welcome. Beginning teachers, for example, seem to prefer models and direction to collaboration. However, many other practice teachers and inservice teachers have a keen interest in seeing how others teach. Observing others in order to get a different perspective on teaching is not the same as being told what to do by others. Observing to explore is a process; observing to help or evaluate is a product.

Many times the role of the principal is unclear in this observation process. Some states have attempted to legislate the observation and evaluation process, setting minimum criteria that teachers must meet. In many communities the school board will have an approved observation instrument, which may or may not be satisfactory for principal and teacher.

A number of standardized observation formats are available to principals--those of Ned Flanders, Pamela Noli, and R. T. Hyman are popular and are recommended by many supervisors. Each contains valuable clues as to which variables contribute most to effective instruction. In effect, they represent an ideal of instructional style based on a specific theory of teaching.

When principals have the freedom to choose how they wish to evaluate teachers, they may need to design their own instruments. The development process might involve reviewing the literature, examining existing assessment instruments, developing a rough draft, and then asking teachers to review the instrument to provide input regarding the criteria.

The standardized observation formats sometimes fail to accommodate the skewed patterns of instructional delivery found among a particular group of teachers. Having evaluation personnel develop a school-specific format, based upon existing teaching styles, would be one alternative to using a standardized format. This process avoids the common assumptions about "correct" teaching methods and offers three advantages to both evaluators and teachers: (1) the format is consistent with the teaching styles practiced in the school, so its use is compatible with the teaching practices observed; (2) through the use of a lesson observation form, specific baseline date can be systematically collected for the purpose of improving instruction;

and (3) lesson observation feedback can be clearly and precisely communicated to teachers based on observable instructional variables.

School-specific lesson observations are usually a positive experience for both teachers and evaluators. This is especially true if they include peer evaluation, flexible criteria, and professional development or recognition as components in the process.

One such research-based strategy of clinical observation, developed specifically for elementary and middle school use, involves the entire school staff in designing teacher observations to fit the needs of the particular school and its personnel. The supervisory process includes the steps of: setting objectives; observing and recording data; analyzing data; providing feedback; taking corrective action; and offering constructive criticism.

Another model for teacher evaluation is the anthropological field method. This is different from either the checklist or rating sheet method, which evaluates teachers against a uniform set of criteria, or the clinical-supervision method, which focuses on the supervisor-teacher relationship. The anthropological field method encompasses both of the more widely used methods already mentioned, and also provides insight into highly complex educational phenomena. The method proceeds in three successive stages: (1) the supervisor unobtrusively observes

characteristics of the classroom setting, and of the behaviors of teacher and students; (2) the supervisor formulates, then verifies through further observation, propositions regarding classroom behavior patterns; and (3) the supervisor holds a conference with the teacher to discuss the latter's performance and design an inservice training course based on the aforementioned propositions.

The feedback conference should begin on a positive note with a discussion of the effective practices used by the teacher as observed by the principal. Throughout the conference, the principal should keep the focus on the data collected during the observation. In fact, it is critical that the feedback be on recorded data, and not strictly on the principal's memory.

For example, assume that one of the agreed-upon areas for observation was "questioning." The data might show the number of questions asked, the level of questions, the amount of time given a student to respond, the number of student questions, and similar observations. The teacher and the principal can then analyze together what actually occurred during the classroom observation period. If a teacher is experiencing difficulty, the principal may wish to focus on two or three behaviors rather than asking the teacher to change a number of behaviors. Just as holds true for students, improvement and a feeling of success will

be more likely to occur if the teacher does not feel overwhelmed by the enormity of the task.

As the supervisor goes through the observation process, the establishment of supervisor-teacher rapport is the most important element. The observation process, often criticized and abandoned by supervisors because it is time consuming, is one of building relationships between the individual supervisor and the individual teacher. Humanness, self-respect, relaxation, communication, contracts, agreements, collaboration, helpfulness, and therapeutics are all components of the supervisor-teacher relationship. A skilled supervisor, no matter which observational method he or she chooses, should be able both to achieve organizational goals and objectives, and to meet the individual needs of teachers.

Clinical observation and evaluation afford both the teacher and the principal an opportunity to engage in discussions regarding the improvement of instruction. The supervisory model to aim for is one that is interactive rather than directive, democratic rather than authoritarian, and teacher-centered rather than supervisor-centered.

Educational supervisors have placed a high priority on classroom observation as a means of appraising or evaluating teachers and of improving instruction. But the observation experience needs to be a positive one for both teachers and

principals, and the responsibility for this lies mostly with the principal. The probability of a successful observation process improves dramatically when the criteria for observation are mutually agreed upon, and when the supervisor proceeds with sensitivity and skill.

ERIC DIGEST – Number 5, 1988
Clearinghouse on Reading and Communication

Communicating within organizational cultures

by Nola Kortner Aiex

Before the present decade, the *systems* metaphor guided organizational communication research. But for the past several years, many management and organizational communication scholars have explored another guiding metaphor—*organizational culture* (Pacanowsky and O'Donnell-Trujillo, 1982).

Explications of the metaphor

Organizational culture has been defined as "a system of shared values (what is important) and beliefs (how things work) that interact with a company's people, organizational structures, and control systems to produce behavioral norms (the way things are done around here)." (Uttal, as quoted by Leontiou, 1987)

This anthropological perspective probably owes its existence to the acceptance and wide dissemination of the ideas of the cultural anthropologist Clifford Geertz, but Kendall (1986) traces the emergence of the organizational culture metaphor directly to the setbacks experienced by American industry in the face of Japanese competition. Scores of books and articles have suggested that the phenomenal Japanese success can be attributed to the strong organizational cultures found in Japanese industry.

The Japanese corporate model may have provided the concepts involved in organizational culture: ideology, beliefs, rituals, myths, symbols. In support of this assertion, Kendall cites an article by William Starbuck which claims that "when number crunching has failed to solve organizational crises, theorists have turned to ideology." In any case, mass market business books by John Naisbitt, Terrence Deal and Allen Kennedy, and Tom Peters have explored the idea of organizational culture with great success in recent years.

Deal and Kennedy (1982) identified four key attributes of organizational cultures: *values*, the philosophies and beliefs shared by members of the organization; *heroes*, those who articulate the organization's values as a vision of the organization's role and future; *rituals and rites*, activities through which organizational beliefs are celebrated and reinforced; and *communication network*, the informal interaction among members of an organization that can reinforce, elaborate on, and realistically clarify and/or qualify the impact of values, heroes, and rituals.

Ethical implications of the metaphor

A critical approach to the use and abuse of power in corporations frequently calls for broader cultural perspectives and has led many to endorse ethical commitments regarding corporate social responsibility. According to Peppers (1988), a freemarket economy undisciplined by a common set of ethical standards can easily become an economy of greed. He considers that it is every business leader's responsibility to himself, to his company, and to society to insure that his management people at least think about the ethics of their business activities from time to time.

The modern model of a socially responsible corporate organization is a proactive one, and corporate communicators are now concerned with articulating the ethical framework of an organization (Toth and Trujillo, 1987). Although professional associations usually develop codes of ethics, teaching ethics—an ancient discipline—in schools, as Peppers proposes, can be focused on almost any level. Thomas (1985) recommends beginning with the study of literary, political, and philosophical materials.

Greenberg (1986) proposes incorporating a unit on communication ethics in an introductory college speech course, while Halpern (1987) has developed a college-level course on raising ethical issues in novels and other literature with themes related to the world of business.

Diverse applications of the metaphor

In scholarly research, the culture concept has been used for naturalistic examinations of such diverse subjects as an automobile dealership (Valentine *et al.*, 1985), AT&T (Kendall, 1986), a sales team at a media representation firm (Leontiou, 1987), an urban hospital (Heller and Freeman, 1987), and Disneyland (Smith and Eisenberg, 1987).

Smith and Eisenberg's article on Disneyland centers on conflict and dissent—an element present in most bureaucratic organizations. In their view, alternative interpretations of culture are always available: individuals enter organizations with pre-existing frameworks for thinking about work, and successful organizations find ways of coping with their members' multiple goals and interpretations. However, it is not difficult to see that for a neophyte, only a period of time spent actually working in an organization will yield knowledge about its mores and institutional history, as well as the behavior expected of its employees..

The role of language and communications

Organizational culture is inextricably interwoven with speech communication, but organizational communication entails more than just speech communication. In a recent opinion survey of 590 professional communicators, Patterson (1988) found that these professionals rated writing and the ability to define corporate and communications objectives as their most important concerns.

Toth and Trujillo's (1987) research supports the results of Patterson's study. They suggest that corporate communication has become a multifaceted process that connects the organization with a variety of publics—internal and external. These publics include shareholders, corporate boards of directors, customers, regulators and legislators, employees, media, and the general community. The two researchers believe that a unified set of concepts from public relations, organizational communication, and management research

can help the public better understand the changing (and more complex) role of corporate communications. The concepts which they pinpoint as critical to an understanding of corporate communications are language, structure, roles, technology, power, and social responsibility.

Technical writing is an increasingly important type of corporate communication and one in which corporate culture clearly intersects with the classroom. Each organization speaks its own language and exhibits a unique personality. Because an organization's product manuals, public relations pronouncements, and correspondence all contribute to the corporate voice, writers new to an organization need to be aware of their role in establishing corporate culture as well as their obligation to adjust the tone of their writing to the culture as it exists. Teachers of organizational writing can help students by making them explicitly aware of a general need to adapt writing to the environment (Rawlins, 1988).

Implications for instruction

Redding (1985) adopts a critical approach to the study of organizational culture and is another of the few to suggest ways in which college speech communication teachers can prepare students to cope with the organizational world. Redding first articulates some of the traditional purposes of speech communication courses: 1) to teach techniques calculated to make a speaker more "successful" in gaining understanding or acceptance from an audience and 2) to help would-be employees learn how to get along (primarily a matter of communicating) with their future superiors. He adds that "the world into which we are sending our students is almost always an organizational, bureaucratic world...and the most basic fact of life in the typical bureaucratic organization is hierarchy."

Redding argues that college speech communication teachers should be consciousness-raisers, with a duty to expose students to the total spectrum of the real organizational world. He advocates class discussions and assignments based on the communication problems of dissenters, boat-rockers, and whistle-blowers, as well as role-playing exercises in which students have the opportunity to experiment with various communication strategies employed in the manager-dissenter interaction. Students should be encouraged to think seriously about the organizational cultures in which they will spend the rest of their lives. Speech communication teachers should also help their students practice other specific strategies for expressing dissent in an organization, such as gentle persuasion, oblique hints, recruiting allies for political maneuvering, and neutral presentation of "objective" information.

The manner in which organizations and the people who work within them use language is directly related to the concept of organizational culture, since language is the prime element with which values are articulated, heroes purport those values, most rites and ceremonies are conducted, and communications are transmitted and understood.

References

Deal, Terrence C., and Kennedy, Allan A. *Corporate Cultures: The Rites and Rituals of Corporate Life.* Reading, Massachusetts: Addison-Wesley, 1982.

Greenberg, Karen. "The issue of teaching ethics in the introductory speech course." Paper presented at the 77th Annual Meeting of the Eastern Communication Association, 1986. 19pp. [ED 271 798]

Halpern, Jeanne W. "Babbitt's brothers and sisters: raising ethical issues in business literature." Paper presented at the 37th Annual Meeting of the Conference on College Composition and Communication, 1987. 13pp. [ED 276 033]

Heller, Monica, and Freeman, Sarah. "First encounters: the role of communication in the medical intake process," *Discourse Processes, 10* (4), October-December 1987, pp. 588-606.

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Leontiou, Janet Farrell. "'That's the way it is': the construction of organizational culture." Paper presented at the 78th Annual Meeting of the Eastern Communication Association, 1987. 42pp. [ED 283 229]

Pacanowsky, Michael E., and O'Donnell-Trujillo, Nick. "Organizational communication as cultural performance." Paper presented at the 68th Annual Meeting of the Speech Communication Association, 1982. 49pp. [ED 222 944]

Patterson, Margaret Jones. "Designing a master's program in corporate communication at an urban university: a case study." Paper presented at the 71st Annual Meeting of the Association for Education in Journalism and Mass Communication, July 1988. [Check forthcoming *Research in Education* for ED number.]

Peppers, Don. "A practical guide to playing fair: Make money. Have fun. Be ethical," *The New York Times*, July 24, 1988.

Rawlins, Claudia. "Changes in corporate culture and organizational strategy: the effect on technical writers," *Technical Writing Teacher, 15* (1), Winter 1988, pp. 31-35.

Redding, W. Charles. "Rocking boats, blowing whistles, and teaching speech communication," *Communication Education, 34* (3), July 1985, pp. 245-258.

Smith, Ruth C., and Eisenberg, Eric M. "Conflict at Disneyland: a root-metaphor analysis," *Communication Monographs, 54* (4), December 1987, pp. 367-380.

Thomas, M. Donald. "Character education," 1985. 8pp. [ED 261 473]

Toth, Elizabeth L., and Trujillo, Nick. "Reinventing corporate communications," *Public Relations Review, 13* (4), Winter 1987, pp. 42-53.

Valentine, Kristin, *et al.* "Understanding an organization through oral traditions: 'No kinks, snakes or whiners need apply.'" Paper presented at the Annual Meeting of the Western Speech Communication Association, 1985. 37pp. [ED 258 311]

ERIC Clearinghouse on Reading and Communication Skills

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

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Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

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Selected Abstracts from the ERIC Database

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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: ED278159
AU: Acheson,-Keith-A.; Gall,-Meredith-Damien
TI: Techniques in the Clinical Supervision of Teachers: Preservice and Inservice Applications. Second Edition.
PY: 1987
AV: Order Department, Longman Inc., 95 Church Street, White Plains, NY 10601 ($14.95).
NT: 225 p.; For earlier edition (1980), see ED 199 913.
PR: Document Not Available from EDRS.
DE: Elementary-Secondary-Education; Instructional-Leadership; Staff-Development; Supervision-
DE: *Classroom-Observation-Techniques; *Inservice-Education; *Supervisors-; *Supervisory-Methods; *Teacher-Evaluation; *Teacher-Supervision
AB: Building principals, school district personnel, and teacher educators in colleges and universities may be required to do teacher supervision as part of their duties. This textbook is designed to help professional educators become skilled in clinical supervision processes. The book is divided into five units. Unit I provides background necessary for understanding supervision techniques; three chapters explore basic characteristics of clinical supervision, effective teaching criteria, and the relationship between clinical supervision and teacher evaluation. Unit II discusses goal setting for a series of observations and planning for individual observations. Units III and IV describe specific techniques for collecting observation data and conducting feedback conferences. Techniques covered include selective verbatim (a written transcript of everything said); observational records based on seating charts; wide-lens methods based on supervision, effective teaching criteria, and anecdotal records, video, and audio recordings; and checklists and timeline coding. Unit V speculates about the future roles of principals and teachers as instructional leaders. While this textbook provides techniques for effective teacher supervision, beginning supervisors will need at least 20 hours of practice to develop newly acquired skills. Included are student exercises, solutions, and a subject index. (MLH)

AN: EJ337494
AU: Anderson,-Lorin-W.
TI: Understanding Teacher Behavior in the Classroom: A Must for Sound Evaluation.
PY: 1986
JN: NASSP-Bulletin; v70 n490 p42-50 May 1986
AV: UMI
DE: Elementary-Secondary-Education
DE: *Classroom-Observation-Techniques; *Evaluation-Methods; *Teacher-Behavior; *Teacher-Evaluation
AB: More information is necessary about constraints placed on teachers before sound classroom performance evaluations can be conducted. Results of an observational instrument utilized in South Carolina, "Describing Practices and Intentions of Classroom Teachers," isolates

classroom factors associated with appropriateness of teachers' behaviors. (CJH)

AN: ED291796
AU: Ayers,-Jerry-B.; Miles,-Sandra-D.
TI: Instrumentation for a Teacher Education Evaluation Project. Technical Report 87-2-4.
CS: Tennessee Technological Univ., Cookeville. Center for Techer Education Evaluation.
PY: 1987
NT: 23 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Research; Computer-Software; Elementary-Secondary-Education; Microcomputers-
DE: *Classroom-Observation-Techniques; *Computer-Oriented-Programs; *Data-Collection; *Evaluation-Methods; *Teacher-Education-Programs; *Teacher-Evaluation
AB: A system for effective collection of classroom observation data from teachers in schools was developed. Drawing on the Flanders Interaction Analysis System, a procedure for coding classroom interaction into 10 categories, a system was developed to collect direct observation data with microcomputers. Software was prepared for Tandy computers. Field testing throughout 1987 is projected to continue into 1988, with large-scale field trials planned for 1988. An appendix contains the complete program for use with a 10-category Flanders system, but modifications are available to create larger matrices. (SLD)

AN: EJ287718
AU: Blease,-Derek
TI: Observer Effects on Teachers and Pupils in Classroom Research.
PY: 1983
JN: Educational-Review; v35 n3 p213-17 Nov 1983
DE: Elementary-Education
DE: *Classroom-Observation-Techniques; *Classroom-Research; *Student-Behavior; *Teacher-Behavior
AB: Reviews research on the effects of classroom observers upon both teachers and pupils. Discusses strategies used by researchers to obtain credibility in the eyes of the teachers being observed and those used by teachers to cope with the researchers in the classroom. (NRJ)

AN: EJ353887
AU: Blumberg,-Arthur; Jonas,-R.-Stevan
TI: Permitting Access: The Teacher's Control Over Supervision. Supervision in Context.
PY: 1987
JN: Educational-Leadership; v44 n8 p58-62 May 1987
AV: UMI

NT: For related articles, see EA 521 257-262.
DE: Educational-Research; Elementary-Secondary-Education
DE: *Classroom-Observation-Techniques; *Educational-Administration; *Interpersonal-Relationship; *Teacher-Administrator-Relationship; *Teacher-Evaluation
AB: The supervisor's visit to the classroom includes more than observation. An important dynamic in the teacher's acceptance of the supervisor is permission for interpersonal access. Includes an analysis of interviews with 12 teachers on the subject. (MD)

AN: EJ336994
AU: Borich,-Gary-D.
TI: Paradigms of Teacher Effectiveness Research: Their Relationship to the Concept of Effective Teaching.
PY: 1986
JN: Education-and-Urban-Society; v18 n2 p143-67 Feb 1986
NT: Theme issue on Teacher Effectiveness.
DE: *Classroom-Observation-Techniques; *Educational-Research; *Models-; *Research-Methodology; *Teacher-Behavior; *Teacher-Effectiveness
AB: Analyzes six paradigms used in research on teacher effectiveness: (1) process-anecdotal; (2) process-systematic; (3) process-product; (4) experimental; (5) process-process; and (6) process-process-product. Recommends that paradigms coexist since all are based on direct observation of classroom behavior, and each represents a different, self-limiting cultural and scientific perspective. (KH)

AN: ED243169
TI: Clinical Supervision. The Best of ERIC on Educational Management, Number 72.
CS: ERIC Clearinghouse on Educational Management, Eugene, Oreg.
PY: 1984
AV: Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
NT: 5 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Competence-; Educational-Research; Elementary-Secondary-Education; Inservice-Teacher-Education; Preservice-Teacher-Education; Professional-Training; Teacher-Administrator-Relationship; Teacher-Evaluation
DE: *Classroom-Observation-Techniques; *Faculty-Development; *Literature-Reviews; *Teacher-Effectiveness; *Teacher-Improvement; *Teacher-Supervision
AB: The 11 publications reviewed in this annotated bibliography discuss such aspects of clinical supervision as inservice application techniques in the clinical supervision of teachers, clinical supervision rationale, the microsupervisory experience's humanistic and clinical format, what principals should look for in classroom

observations to help teachers to grow, facilitating teacher self-improvement, and clinical supervision a decade after Goldhammer. Additional publications covered focus on the inservice training of administrators in the supervision of content area reading teachers, competencies in clinical supervision, clinical supervision research, the advantages of supportive teacher supervision over clinical supervision, and the state of the art of clinical supervision. (JBM)

AN: ED293876
AU: Cloud-Silva,-Connie; Denton,-Jon-J.
TI: The Development of a Low-Inference Observation Instrument To Assess Instructional Performance of Teaching Candidates.
PY: 1988
NT: 42 p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Secondary-Education; Evaluation-Methods; Interrater-Reliability; Reliability-; Teacher-Supervision; Teaching-Skills; Validity-
DE: *Classroom-Observation-Techniques; *Minimum-Competencies; *Teacher-Evaluation
AB: A prototype low inference observation instrument to measure minimal teaching competencies of teaching candidates was deductively developed. Focus is on determining if observers could be trained to use the observation instrument with a high degree of reliability and validity. The instrument, entitled Classroom Observation and Assessment Scale for Teaching Candidates (COAST), was developed from appraisal systems of the states of Florida, Georgia, and Texas. The initial draft was field-tested, and a panel of 11 experts in teacher evaluation reviewed the indicators. The final form of the instrument covered: (1) instructional planning; (2) classroom management and organization; (3) instructional techniques and materials; (4) communication and presentation techniques; (5) motivation of students; and (6) assessment of students. The instrument was tested on 27 teacher candidates (categorized in three grade level subdivisions of grades 1-12) with seven observers (six graduate students and one university faculty member). Inter-rater agreement was acceptable. Results suggest that COAST is an instrument that can be used across subject areas and grade levels with a high degree of content validity. Seven tables are presented, and an outline of the COAST Instrument Indicators is appended. (SLD)

AN: ED248218
AU: Cook,-Gillian-E.
TI: Clinical Supervision in My School?
PY: 1984
NT: 26 p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).
PR: EDRS Price - MF01/PC02 Plus Postage.

DE: Cooperative-Planning; Faculty-Development; High-Schools; Teacher-Evaluation; Teacher-Workshops
DE: *Classroom-Observation-Techniques; *Inservice-Teacher-Education; *Lesson-Observation-Criteria; *Program-Implementation; *Supervisory-Training; *Teacher-Supervision
AB: A Clinical Supervision Training Program was designed for department coordinators for mathematics, science, English, and social studies in four high schools. The program lasted throughout the school year, and included three full-day and one half-day workshops as well as four small group meetings. At the first workshop, the program was introduced, and the concept of clinical supervision was presented. The second workshop introduced various classroom observation systems (e.g., Flanders' Interaction Analysis System), and participants learned how to design new instruments and to use existing instruments to collect varied types of data. A third workshop provided opportunities for discussion and practice of the various stages of the clinical supervision cycle. The closing workshop included an evaluation of the program and discussions of participants' reactions. A discussion is presented of the data collection process and findings from the data, and the program is examined in the light of current beliefs about effective staff development and supervision. A brief review is included on alternative ways of implementing clinical supervision in the schools. (JD)

AN: EJ294995
AU: Corboy,-Margaret-R.; Mangieri,-John-N.
TI: Observing Reading Instruction: A Guide for Principals.
PY: 1984
JN: NASSP-Bulletin; v68 n470 p110-13 Mar 1984
AV: UMI
DE: Classroom-Observation-Techniques; Educational-Administration; Secondary-Education; Teacher-Improvement
DE: *Lesson-Observation-Criteria; *Reading-Instruction; *Reading-Teachers; *Teacher-Evaluation; *Teacher-Supervision
AB: A classroom observation checklist for evaluating secondary schools reading instruction is presented. (MJL)

AN: EJ294877
AU: Cuccia,-Nick-J.
TI: Systematic Observation Formats: Key to Improving Communication in Evaluation.
PY: 1984
JN: NASSP-Bulletin; v68 n469 p31-38 Feb 1984
AV: UMI
DE: Class-Organization; Discipline-; Elementary-Secondary-Education; Extracurricular-Activities; Principals-
DE: *Classroom-Techniques; *Lesson-Observation-Criteria; *Teacher-Administrator-Relationship; *Teacher-Evaluation
AB: The author explains a school-specific lesson observation format that meets the specific needs of teachers and evaluators. The lesson

observation components of teacher evaluation become a positive experience for both teachers and evaluators using this system. (MD)

AN: ED295942
AU: Day,-Christopher
TI: The Relevance of Classroom Research Literature to the Present Concerns Being Expressed about the Observation of Teachers in Classrooms for Appraisal Purposes.
PY: 1987
NT: 25 p.; Paper presented at the British Educational Research Association Conference (Manchester, England, September 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Educational-Researchers; Professional-Development; Secondary-Education; Teacher-Effectiveness; Teacher-Role; Theory-Practice-Relationship
DE: *Classroom-Observation-Techniques; *Educational-Research; *Research-Utilization; *Teacher-Evaluation
AB: The relevance of research to the role of teachers in classroom observation and appraisal is discussed. Focus is on: (1) the validity of classroom research literature and the credibility of classroom researchers, centering on content, methodology, and audience; (2) the role of research in teacher professionalism and empowerment; and (3) teacher learning and change. Most classroom research is difficult to access, has limited applicability to teaching effectiveness, comes from often unexplained methodological bases, and is not always explicitly conceptualized. Classroom observation will only become useful when educational researchers increase the relevance of research to practice and develop theories unique to what they see, couched in a "language of criticism" that is acceptable to teachers. Professional development will be hindered if classroom observation systems: (1) are imposed rather than negotiated; (2) address only administrative needs; (3) imply an unpleasant action with unrewarding consequences; (4) ignore moral and ethical issues of autonomy; (5) fail to consider the need for time for reflection during the school day; and (6) fail to support learning after appraisal. Appraisal processes should assist teachers in building their repertoires of observational studies. (SLD0

AN: EJ274276
AU: Dunkleberger,-Gary-E.
TI: Classroom Observations--What Should Principals Look For?
PY: 1982
JN: NASSP-Bulletin; v66 n458 p9-15 Dec 1982
AV: Reprint: UMI
DE: Administrator-Role; Elementary-Secondary-Education; Teacher-Administrator-Relationship; Teacher-Improvement
DE: *Evaluation-Criteria; *Lesson-Observation-Criteria; *Teacher-Evaluation
AB: Administrators seeking the cooperation of teachers in the classroom observation phase of teacher evaluations should establish well-defined criteria in the areas of planning, technical skills,

instructional skills, and classroom management so that teachers can recognize the evaluation process as an objective attempt to encourage their professional growth. (PGD)

AN: EJ372174
AU: Fanselow,-John-F.
TI: "Let's See": Contrasting Conversations about Teaching.
PY: 1988
JN: TESOL-Quarterly; v22 n1 p113-30 Mar 1988
DE: Data-Collection; Language-Teachers; Second-Language-Instruction; Teacher-Education
DE: *Classroom-Observation-Techniques; *Feedback-; *Supervisory-Methods; *Teacher-Evaluation; *Teacher-Supervision
AB: Discusses ways in which teacher supervision and observation can help teachers to explore and see teaching as a process through such methods as taping and transcribing class activities, grouping tape or transcription excerpts, arriving at a common language to discuss them, and making multiple interpretations about them. (Author/CB)

AN: ED238086
AU: Fifer,-Fred-L.
TI: Teacher Observation: A Format for Systematic Formative Evaluation.
PY: 1983
NT: 16 p.; Paper presented at the Annual Meeting of the American Association of School Administrators (115th, Atlantic City, NJ, February 25-28, 1983).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Environment; Elementary-Secondary-Education; Formative-Evaluation; Teacher-Characteristics; Teacher-Effectiveness
DE: *Classroom-Observation-Techniques; *Lesson-Observation-Criteria; *Teacher-Evaluation
AB: This paper both reviews results of research related to teacher evaluation and then presents a suggested evaluation format to be used based on these research findings. The research reviewed falls into five general categories: format for evaluation, guidelines for evaluation, criteria for evaluation, problems with evaluation, and definitions of effectiveness as related to teaching. The proposed model for formative classroom evaluation is described as having six essentials for building a solid foundation for classroom instruction:

physical arrangement of room, personal qualities, classroom management, teaching skills, communication skills, and additional data that affect classroom climate. (JM)

AN: EJ347155
AU: Grier,-Terry-B.
TI: Courageous Teacher Evaluation Proves a Principal's Prowess.
PY: 1987
JN: Executive-Educator; v9 n2 p17-19 Feb 1987

AV: UMI
DE: Elementary-Secondary-Education; Instructional-Leadership; Summative-Evaluation
DE: *Classroom-Observation-Techniques; *Documentation-; *Evaluation-Problems; *Lesson-Observation-Criteria; *Principals-; *Teacher-Evaluation
AB: Advises principals to back up their impressions of teachers' performance by using three types of documentation: informal (logging incidents and actions during the school year), formal (classroom observations); and summative (year-end, written evaluations of each teacher's overall performance). Sound instructional leadership requires documentation and the courage to act on it. (MLH)

AN: ED270884
AU: Harris,-Ben-M.
TI: Developmental Evaluation: Congruence Analysis Techniques for Diagnosing Classroom Teaching.
PY: 1986
NT: 14 p.; Digest of a presentation to the National Commission on Instructional Supervision Institute on Issues (San Francisco, CA, February 27-28, 1986).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Educational-Improvement; Instructional-Improvement; Student-Teacher-Evaluation
DE: *Classroom-Observation-Techniques; *Evaluation-Methods; *Measurement-Techniques; *Teacher-Effectiveness; *Teacher-Evaluation
AB: Evaluation methods lack direction to improve efforts of teachers because the methods operate on vague impressions. Congruence analysis techniques offer promise for diagnostic determination of strengths and weaknesses in teaching practices over a variety of specified criteria. The analysis circumvents some of the problems of linking objective data to supervisory interventions. As demonstrated by the writer, congruence analysis is based on: (1) multiple data sources to add credibility to findings, (2) collaborative involvement of the teacher in all aspects of the process, (3) congruence analysis procedures following logical rules, and (4) diagnoses that relate to specific alternative courses of action for improving practices. A diagnostic methodology includes events described in detail, data analyzed as related to specific criteria identified, and action alternatives specified. Three data sources include the teacher as a self-reporting "introspector," a supervisor as a systematic "observer-recorder," and a set of students as knowledgeable "interactors." "Congruence analysis illustrations" are presented which diagnose congruent data from two or more sources as either "need for improvement" or "accomplishment." Sample instrumentation for congruence analysis is appended. (CJH)

AN: ED220452
AU: Hawley,-Robert-C.
TI: Assessing Teacher Performance.
PY: 1982

AV: Education Research Associates, Box 767, Amherst, MA 01004 ($16.50).
NT: 154 p.
PR: Document Not Available from EDRS.
DE: Classroom-Techniques; Conferences-; Elementary-Secondary-Education; Student-Teacher-Relationship; Supervisory-Methods; Teacher-Administrator-Relationship; Teacher-Effectiveness; Teaching-Methods
DE: *Administrator-Role; *Classroom-Observation-Techniques; *Evaluation-Criteria; *Evaluation-Methods; *Teacher-Characteristics; *Teacher-Evaluation
AB: The goals, processes, and objectives of teacher evaluation are examined. Evaluation is defined as a planning and decision-making tool, and such evaluation activities as observing, holding conferences, supervising, and writing reports are discussed. An analysis of the tasks involved in teaching is provided so that evaluators will have specific ways of looking at and talking about what is going on in the classroom. In part I evaluation is examined as a part of a management system comprised of two functions: administration and supervision. An outline is given of the decision areas, decision makers, information needs, information gathering techniques, and use of information for each of these functions of the system. Part II presents discussions and descriptions of skills needed for teacher evaluation in observation, conferences, and report writing. Other supervisory skills are also considered, including supporting and confronting, matching leadership styles, structuring self-assessment, peer and student assessments, and modeling. In part III, consideration is given to the tasks of teaching and ways to assess teacher student relationships, classroom management, and methods of instruction. The appendix contains sample evaluation forms as well as exercises that may be used to strengthen evaluation skills. (JD)

AN: EJ302020
AU: Hobar,-Nicholas; Sullivan,-Debra-K.
TI: Systematic Observation of Instruction: Genesis, Research, Practice, and Potential.
PY: 1984
JN: Journal-of-Classroom-Interaction; v19 n2 p26-34 Sum 1984
AV: UMI
DE: Research-Methodology; Student-Teacher-Relationship
DE: *Classroom-Observation-Techniques; *Educational-Improvement; *Self-Help-Programs; *Teacher-Behavior; *Teaching-Methods
AB: The concept of instructional improvement is used as a framework to synthesize research concerning systematic observation of instruction. A self-help model for improving classroom instruction is proposed that illustrates the concepts of instructional effectiveness, systematic observation of instruction, and assistance as a personalized, developmental activity. (Author/DF)

AN: EJ289718
AU: Hunter,-Madeline
TI: Script Taping: An Essential Supervisory Tool.
PY: 1983
JN: Educational-Leadership; v41 n3 p43 Nov 1983
AV: UMI
DE: Administrators-; Elementary-Secondary-Education; Teachers-
DE: *Classroom-Observation-Techniques; *Teacher-Evaluation; *Teacher-Supervision
AB: The advantages of "script taking" for use as a supervisory skill are presented. It is an easy and efficient alternative to expensive electronic taping in observing teacher performance. (MD)

AN: ED230492
AU: Kerker,-R.-M.; Clements,-R.-O.
TI: Reducing and Combining Classroom Observation Categories into Behavioral Profiles. Report No. 5088.
CS: Texas Univ., Austin. Research and Development Center for Teacher Education.
PY: 1981
AV: Research & Development Center for Teacher Education, 3.203 Education Annex, The University of Texas, Austin, TX 78712 ($1.50).
NT: 19 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Environment; Classroom-Research; Elementary-Education; Student-Teacher-Relationship; Teaching-Methods
DE: *Classroom-Observation-Techniques; *Data-Collection; *Interaction-Process-Analysis; *Research-Methodology; *Teacher-Behavior
AB: The Stanford Research International (SRI) classroom observation system provides a description of the classroom environment with emphasis on interactions between teachers and students and among students. Included in the SRI observation system is the Five Minute Observation (FMO), which records classroom interactions into "frames" completed four times per hour describing "who" performed the observed action, "to whom" it was directed, and "what was done." While this system provides an excellent picture of the classroom, the amount of information provided is overwhelming. A method was developed for reducing the amount of data to be analyzed. FMO data from observations of nine second-grade classrooms was categorized by combinations of "who" and "to whom" codes found to occur most frequently. These categories were further divided into teacher-initiated and student-initiated interactions. It was felt that this system of categorization captured the major classroom interactions and excluded information of little educational value. A teacher profile created on the basis of categorical FMO can provide a basis for discerning the effects of various teaching styles on student behavior. (JD)

AN: ED266532
AU: Lockledge,-Ann

TI: Selecting Objectives for Supervision in the Elementary Classroom.
PY: 1985
NT: 24 p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Techniques; Elementary-Education; Teacher-Improvement; Teacher-Supervision
DE: *Lesson-Observation-Criteria; *Teacher-Behavior; *Teacher-Evaluation
AB: Research on elementary teaching practices has provided a list of effective teacher behaviors. This list can be used as a menu from which administrators and teachers can select objectives that will serve the teachers as goals for improvement and the administrators as criteria for teacher evaluation. The behaviors listed in this paper have been divided into five areas. First, as an organizer the teacher determines that students are ready, selects materials for variety, prepares the materials prior to the lesson, presents the materials appropriately, and handles the materials in an orderly manner. Second, as an instructor the teacher determines that material has academic content, gives students clear directions, emphasizes main points, asks low and high order questions, conducts reviews, and ignores irrelevancies. Third, as an expediter the teacher begins promptly, shifts without delays, uses smooth transitions, maintains momentum, and keeps on task. Fourth, as a facilitator the teacher circulates and supervises seatwork, assists individual students, checks comprehension, praises specific behavior, evaluates responses, and explains errors. Fifth, as a monitor the teacher specifies rules of conduct, stops or prevents misconduct, and suggests alternative behaviors. The research supporting adoption of the behaviors is cited. Six pages of references are also included. (PGD)

AN: ED280824
AU: Lockledge,-Ann
TI: Elementary Classroom Observations: Offering a Menu.
PY: 1985
NT: 24 p.; Paper presented at the Annual National Conference of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Education; Staff-Development; Teacher-Administrator-Relationship; Teacher-Supervision; Teaching-Skills
DE: *Classroom-Observation-Techniques; *Evaluation-Criteria; *Evaluation-Methods; *Teacher-Evaluation
AB: Research has provided a set of findings that administrators may find useful for observing teachers and evaluating their performance. One such research-based strategy, designed for elementary and middle school administrators, teachers, and supervisors, involves the entire school staff in designing teacher observations to fit the needs of the particular school and its personnel. The supervisory process includes

the steps of: setting objectives; observing and recording data; analyzing data; providing feedback; taking corrective action; and critiquing. Observations are based on five classroom teacher roles: teacher as organizer; teacher as instructor; teacher as expediter; teacher as facilitator; and teacher as monitor. Goals in each of these areas are listed on the observation rating instrument, and research supporting these goals is described. Over 60 references are provided. (CB)

AN: EJ345313
AU: Marland,-Michael
TI: Appraisal and Evaluation: Chimera, Fantasy, or Practicality?
PY: 1986
JN: Educational-Management-and-Administration; v14 n3 p169-89 Aut 1986
AV: UMI
DE: Elementary-Secondary-Education; Foreign-Countries; Leadership-Responsibility; School-Effectiveness; Teacher-Role
DE: *Classroom-Observation-Techniques; *Evaluation-Methods; *Faculty-Development; *Professional-Development; *Teacher-Evaluation; *Teacher-Improvement
AB: Looks beyond the threatening and remunerative aspects of teacher appraisal in the United Kingdom to the contribution that evaluation can make to professional and school development. Considers five sound reasons for appraisal, the roles and behaviors to be appraised, and some workable approaches and techniques. Effective leadership is the key. Includes 71 references. (MLH)

AN: ED237574
AU: Moore,-JoAnne-E.
TI: Assessing Time-On-Task: Measurement Problems and Solutions.
CS: Detroit Public Schools, Mich.
PY: 1983
NT: 17 p.; Paper presented at the Joint Meeting of the Evaluation Network and Evaluation Research Society (Chicago, IL, October 20, 1983).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Education; Evaluation-Methods; Feedback-; Teacher-Behavior; Teacher-Effectiveness
DE: *Classroom-Observation-Techniques; *Data-Collection; *Research-Methodology; *Teacher-Improvement; *Time-on-Task
AB: Collecting time-on-task data is necessary in order to research methods for increasing student time-on-task and to provide feedback to teachers on what teaching behaviors produce high levels of on-task behaviors in students. A student and a teacher behavior data collection instrument developed for research in the area of academic learning time is presented, along with information on training persons to use these instruments and suggestions for their application in various settings. (Author/PN)

AN: ED273606
AU: Pavan,-Barbara-Nelson
TI: Hunter's Clinical Supervision and Instruction Models: Research in Schools Utilizing Comparative Measures.
PY: 1985
NT: 13 p.; Paper presented at the Council of Professors of Instructional Supervision (Washington, DC, November, 1985).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Secondary-Education; Teacher-Behavior
DE: *Classroom-Observation-Techniques; *Supervisory-Methods; *Teacher-Evaluation; *Teacher-Supervision
AB: To many people, the term "clinical supervision" now means the Hunter Model, which involves monitoring of teachers' classroom behavior for usage of Hunter's essential elements of instruction, feedback of these results, reinforcement of desired practice, and a prescription for remediation of teachers' performance. In contrast, the Goldhammer-Cogan clinical supervision model involves the teacher in a collaborative process whereby both teacher and supervisor decide on observation objectives and changes in the teacher's classroom behavior following discussion of classroom observational data. Research relating to the implementation and results of these two models indicates that they are very different. This paper reviews that research in terms of: (1) effects of training; (2) model usage by administrators and teachers; (3) the relationship of clinical supervision to student academic achievement; (4) model implementation; and (5) model costs. (CB)

AN: EJ336884
AU: Peterson,-Donovan
TI: Developing Teacher Evaluation Systems with Potential for Increasing Student Performance.
PY: 1986
JN: Educational-Research-Quarterly; v10 n2 p39-46 1985-86
AV: UMI
DE: Achievement-Gains; Educational-Assessment; Elementary-Secondary-Education; Interrater-Reliability; Predictive-Validity; Student-Improvement
DE: *Classroom-Observation-Techniques; *Evaluation-Methods; *Research-Methodology; *Teacher-Evaluation
AB: This article describes procedures to be followed in developing a system for observation of teachers in the classroom and use of the observation to evaluate teachers. A list of criteria is presented, including various types of validity, measurement characteristics, and practicality characteristics for observation systems. (Author/LMO)

AN: EJ353278
AU: Peterson,-Donovan; And-Others
TI: Florida Performance Measurement System: An Example of Its Application.
PY: 1987

JN: Journal-of-Educational-Research; v80 n3 p141-48 Jan-Feb 1987
DE: High-Schools; Teacher-Behavior
DE: *Lesson-Observation-Criteria; *Teacher-Evaluation
AB: Development of the Florida Performance Measurement System (FPMS) is outlined. A videotaped history lesson by the Secretary of Education, William Bennett, serves to illustrate FPMS' use in the observation of teacher performance, the analysis of observed data, the provision of feedback to teachers, and the derivation of normed observation scores. (Author/MT)

AN: EJ346908
AU: Piazza,-Carolyn-L.; Wallat,-Cynthia
TI: Performance-based Teacher Evaluation: Steps toward Identifying Excellence in the Teaching of Writing.
PY: 1987
JN: English-Education; v19 n1 p44-50 Feb 1987
AV: UMI
DE: Educational-Change; Educational-Research; Elementary-Secondary-Education
DE: *Accountability-; *Classroom-Observation-Techniques; *Teacher-Effectiveness; *Teacher-Evaluation; *Teaching-Methods; *Writing-Instruction
AB: Describes how curriculum specialists and supervisors can use two generic observation categories of effective teaching--development and management of lessons and presentation of subject matter--to identify quality teaching of writing across grade levels. (SRT)

AN: ED274105
AU: Reyes,-Donald-J.; And-Others
TI: Applying Teacher Effectiveness Research in the Classroom.
PY: 1986
NT: 43 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Secondary-Education
DE: *Classroom-Observation-Techniques; *Evaluation-Criteria; *Observation-; *Teacher-Effectiveness; *Teacher-Evaluation
AB: Teacher effectiveness research and its use in classroom observation have progressed substantially since the seventies; findings are now experimentally significant, cover a broad subject range, and can be generalized beyond low economic status groups and elementary school students. New teacher evaluation criteria and observation techniques have been researched, with encouraging results. This paper, with its numerous handouts and annotated bibliographies, tries to help practitioners arrive at a research-based definition of teacher effectiveness, analyze behaviors, develop appropriate measuring tools, and consider several observation approaches to incorporate in the data. The handout information focuses on three areas of teacher effectiveness: (1) time-related performance variables (time on task and academic learning time), (2) classroom management and climate, and (3) instructional variables. These three areas

provide a solid foundation for developing classroom observation tools that will translate the criteria into measurable data useful for instructional improvement. After describing a few of these tools and their potential for helping teachers change their behavior, the paper summarizes some overall approaches to observation, including "analysis of instruction," "developmental career stages," and "problem-centered models." Knowledge of all three approaches is essential for sound teacher evaluation. Eight pages of references and/or bibliographic comment are provided on such teacher effectiveness concerns as classroom management, time and learning, systematic observation, and teacher evaluation. Handouts include: (1) outlines of concepts (teacher effectiveness, management strategies, and teaching functions); and (2) forms to aid classroom observation. (MLH)

AN: EJ345314
AU: Selmes,-Cyril
TI: Teacher Evaluation in the Classroom.
PY: 1986
JN: Educational-Management-and-Administration; v14 n3 p191-96 Aut 1986
AV: UMI
DE: Competence-; Elementary-Secondary-Education; Foreign-Countries; Job-Performance; Peer-Evaluation; Staff-Development; Videotape-Recordings
DE: *Classroom-Observation-Techniques; *Evaluation-Methods; *Faculty-Development; *Self-Evaluation-Individuals; *Teacher-Effectiveness; *Teacher-Evaluation
AB: Discusses teacher evaluation in Great Britain, abandoning some common assumptions about "correct" teaching methods and hierarchical and "outside" appraisal systems. Advocates peer evaluation, flexible criteria, faculty discussion, and staff development as a primary purpose. Describes an evaluation sheet to be used by observing teachers. Includes six references. (MLH)

AN: ED262101
AU: Smylie,-Mark
TI: Improving the Accuracy of Teacher Self-Evaluation through Staff Development.
PY: 1985
NT: 29 p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Classroom-Research; Elementary-Secondary-Education; Feedback-; Program-Evaluation; Student-Reaction; Teacher-Improvement; Teacher-Workshops
DE: *Classroom-Observation-Techniques; *Inservice-Teacher-Education; *Lesson-Observation-Criteria; *Self-Evaluation-Individuals; *Teacher-Evaluation
AB: This study examined impact of a staff development program on increasing the accuracy of teachers' self-evaluation of classroom

performance. Teachers were provided with specific formal feedback through a program called The Effective Use of Time Program (EUOT). The program had four components: (1) observation in the classroom and

feedback about performance; (2) information from research applied in the context of a teacher's specific situation; (3) opportunities for guided practice; and (4) observation and feedback following workshops to assess improvement. To test EUOT, data from 40 elementary, junior high, and secondary teachers were examined. These observations, using the Stallings Observation Instrument (SOI), provided a message of actual teacher performance. Four variables were selected for comparison from self-rating and observation data: (1) managerial and organization efficiency; (2) student discipline; (3) interactive instruction; and (4) monitoring. Results showed that teachers improved their actual performance and gave themselves higher ratings at the end of the program. In general, teachers were no more accurate in assessing their performance after training, although junior high teachers showed significant relationships between posttraining self-ratings and observed behavior. Several explanations are given for failure of data to show wider improvements in accuracy of self-assessment, and five tables are included to show results. (LMO)

AN: ED300138
AU: Soto,-Lourdes-Diaz; And-Others
TI: Toward an Ecological Approach of Observing in Early Childhood Settings.
PY: 1988
NT: 21 p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Early-Childhood-Education; Models-
DE: *Classroom-Observation-Techniques; *Evaluation-Methods; *Kindergarten-Children; *Measures-Individuals; *Preschool-Teachers; *Teacher-Effectiveness
AB: A study was designed to develop a comprehensive approach to observing teaching in early childhood settings. A systematic method of observing developmentally appropriate and inappropriate behaviors was sought. The result was a comprehensive model based on Gordon's (1968) conceptualization of instruction. The model proposes that presage variables, such as pupil entering, teacher entering, and demographic characteristics, be investigated with a teacher interview sheet and a teacher belief inventory. Process variables, including teacher and pupil behavior in the setting, organization, and content factors, be studied by means of observations of situated teacher and pupil behavior and other information about the classroom environment; and that data on product variables, such as short- and long-range cognitive and affective effects on students, be gathered through pre-conference contact with teachers. Five categories were included in the systematic observation component of the model: teacher management strategies, children's learning strategies, types of verbal interactions, teacher communication strategies, and affective

guidance. To establish the reliability of the instrument, "Dimensions of Developmentally Appropriate Teaching Techniques," two trained graduate students observed tapes and coded behaviors of four teachers and their students. The study instruments are appended. (RH)

AN: ED243196
AU: Streich,-William-H.
TI: The Anthropological Field Method of Classroom Observation and Teacher Evaluation.
PY: 1984
NT: 18 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Data-Collection; Elementary-Secondary-Education; Evaluation-Utilization; Helping-Relationship; Inservice-Teacher-Education; Instructional-Improvement; Organizational-Objectives; Organizational-Theories; Sociometric-Techniques; Teacher-Administrator-Relationship; Teacher-Supervision
DE: *Classroom-Observation-Techniques; *Educational-Anthropology; *Evaluation-Methods; *Organizational-Development; *Teacher-Effectiveness; *Teacher-Evaluation
AB: While most theories of educational administration hold that organizations work best when they mediate between organizational goals and individual needs, the two major observational methods of teacher evaluation emphasize respectively one or the other. The checklist or

rating sheet method evaluates teachers against a uniform set of criteria, whereas clinical supervision focuses on the supervisor-teacher relationship. The anthropological field method, however, encompasses both of these dimensions, allowing insight into highly complex educational phenomena. This method is conducted in three stages, as follows: (1) the supervisor unobtrusively observes characteristics of the classroom setting and of the behaviors of teacher and students; (2) the supervisor then formulates, and verifies through further observation, propositions ("statements of relationship between two or more variables") regarding classroom behavior patterns; and (3) the supervisor holds a conference(s) with the teacher to evaluate the latter's performance and design an inservice training course based on the aforementioned propositions. Gaining a comprehensive view of classroom life, the supervisor can thus reconcile organizational goals with individual needs to improve teacher performance. (MCG)

AN: EJ377508
AU: Sullivan,-Richard-L.; Wircenski,-Jerry-L.
TI: Clinical Supervision: The Role of the Principal.
PY: 1988
JN: NASSP-Bulletin; v72 n510 p34-39 Oct 1988
AV: UMI
DE: Conferences-; Elementary-Secondary-Education

DE: *Classroom-Observation-Techniques; *Feedback-;
*Teacher-Effectiveness; *Teacher-Evaluation; *Teacher-Supervision
AB: As instructional leader, the principal sets the tone for quality classroom instruction. Through designing effective observation instruments, conducting planning conferences, recording objective classroom observations, and providing constructive feedback, the principal can ensure that this goal is met. Includes one reference. (MLH)

AN: EJ343170
AU: Whyte,-Judith-Byrne
TI: Teacher Assessment: A Review of the Performance Appraisal Literature with Special Reference to the Implications for Teacher Appraisal.
PY: 1986
JN: Research-Papers-in-Education; v1 n2 p137-63 Jun 1986
DE: Evaluation-Criteria; Evaluation-Problems
DE: *Classroom-Observation-Techniques; *Evaluation-Methods;
*Teacher-Evaluation
AB: An examination of teacher performance appraisal methods revealed some problems and abuses. Effective evaluation schemes were built upon observation usually mutually agreed, objective criteria for classroom observation, mutual goal seeting, self-appraisal, and support in the form of inservice training and available resources. (JD)

AN: ED270399
AU: Yuzdepski,-I., Comp.; Elliott,-L., Comp.
TI: Planning for an Evaluation of Teaching Performance. Volume I. A Manual of Guidelines.
CS: Alberta Dept. of Education, Edmonton. Planning Services Branch.
PY: 1985
AV: School Book Branch, Alberta Education, 10410-121 Street, Edmonton, Alberta T5N 1L2 (Set of 30 videotapes, $400.00).
NT: 165 p.; For related documents, see SP 027 589-594.
PR: EDRS Price - MF01/PC07 Plus Postage.
DE: Evaluation-Methods; Foreign-Countries; Teaching-Methods
DE: *Classroom-Observation-Techniques; *Evaluation-Criteria;
*Lesson-Observation-Criteria; *Teacher-Effectiveness;
*Teacher-Evaluation
AB: This manual on teacher evaluation is limited to selected aspects of instruction that are evident in classrooms, including teaching behaviors, pupil perceptions about instruction, classroom transactions involving pupils and teachers, and evidence of short- and long-term planning. The focus is upon those aspects of instruction that research has shown to be consistently related to effective teaching. The first

chapter offers an overview of the manual. Chatper 2 discusses the purposes of evaluation in detail and the various types of evaluation, including observation, self-assessment, and student perceptions. The third chapter provides an outline of planning activities required for

the development or revision of a district's policy and guidelines and procedures for evaluating teaching performance. In the fourth chapter, 19 suggested criteria for use in evaluating teaching performance are presented. Chapter 5 discusses the selection of instruments for evaluation proceedings, and the sixth chapter discusses post-observation activities. A substantial reference list of writings on teacher effectiveness and evaluation procedures is provided, as well as a description of the videotapes used in this program. (JD)

AN: ED270402
AU: Yuzdepski,-I., Comp.; Elliott,-L., Comp.
TI: Planning for an Evaluation of Teaching Performance. Volume IV. Summaries of Instruments for Use in Evaluating Teacher Performance.
CS: Alberta Dept. of Education, Edmonton. Planning Services Branch.
PY: 1985
NT: 152 p.; For related documents, see SP 027 589-593.
PR: EDRS Price - MF01/PC07 Plus Postage.
DE: Elementary-Secondary-Education; Foreign-Countries
DE: *Classroom-Observation-Techniques; *Evaluation-Criteria; *Lesson-Observation-Criteria; *Occupational-Tests; *Teacher-Evaluation
AB: This document presents information, in the form of summary sheets, on 54 teacher evaluation instruments. Each summary contains pertinent information about the instrument regarding publishing company, author, criteria evaluated, subject of observation, category dimension, and coding units. The 19 criteria used in the evaluation tests, which were identified from empirically based research as being associated with effective teaching, are listed in a separate chart. The criteria concern: (1) plans, organization, and implementation; (2) academic learning time; (3) teacher's expectations; (4) teacher's awareness; (5) concurrent tasks managment; (6) pace of instruction; (7) classroom management; (8) feedback to pupils; (9) time on task; (10) enthusiasm; (11) clarity of instruction; (12) task oriented/businesslike orientation; (13) variability of instruction; (14) flexibility; (15) understanding of instructional goals; (16) teacher centered/direct instruction; (17) praise and encouragement/criticism; (18) individualization of instruction; and (19) questioning techniques. The document also contains two tables indicating which instruments might be useful in observing specific criteria. (CB)

AN: ED270401
AU: Yuzdepski,-I., Comp.; Elliott,-L., Comp.
TI: Planning for An Evaluation of Teaching Performance. Volume III. Evaluation Procedures: Annotated Bibliography and References.
CS: Alberta Dept. of Education, Edmonton. Planning Services Branch.
PY: 1985
NT: 75 p.; For related documents, see SP 027 589-594.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Elementary-Secondary-Education; Foreign-Countries
DE: *Classroom-Observation-Techniques; *Evaluation-Criteria; *Lesson-Observation-Criteria; *Teacher-Behavior; *Teacher-Evaluation

AB: This volume contains an annotated bibliography of journal articles, books, documents (including some ERIC citations) and audiovisual materials on behaviors of teachers which research has shown to be consistently associated with academic learning by pupils. The citations are organized according to four topics: (1) planning for an evaluation of teaching performance; (2) systematic observation of teaching behaviors and classroom transactions; (3) orienting and training the evaluator and teacher; and (4) follow-up. An annotated listing of audio-visual and inservice materials and a bibliography of non-annotated references are also included. (CB)

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